

Candidates State Positions:

View Bill Of Rights, Communication, Education

By Jan Itkin
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Platforms and programs for ASUN were presented by the three ASUN presidential candidates.

Presidential candidates for the Wednesday election are Steve Abbott, Dave Snyder and Terry SchAAF.



Abbott

Abbott strongly advocates the establishment of a student bill of rights "in order to get things accomplished." His stand, he stressed, is based on the need for "the dignity of equal powers in an adult, educational community" and the need to take "a creative and courageous stand."

Two primary elements, he continued, are included in his platform. The first involves authorizing student government with final power and authority concerning student life outside the classroom, providing the acts stay within the boundaries of the law, and giving student government active participation in the policy-making process.

"There cannot be a shared responsibility without final authority," he said regarding his first point. "Student government must have the authority to voice the opinion to provide the response."

He noted that "the special protection of 'in loco parentis' may have been needed 50 years ago but is not necessary today." Students and student government would in effect, he continued, become more responsible if the system of "in loco parentis" was not in effect.

"The system is an insult to the maturity of the student," he maintained. "Students would be more responsible if they were more responsible to each other and not to outside bureaucracy."

The second part of his platform concerning active participation would require voting members on decision making bodies.

"Responsibility is not shared if we are just observing," Abbott said. He said that assuming the bill would be rejected and student government abolished was "taking a defeatist attitude."

For one thing, he continued, establishing such a bill is reasonable, and vetoing such a measure would put Administration in a situation giving a vote of no confidence to student government. This would go back on their comments saying that they wanted to see a strong student government established.

Abbott said he was "fairly confident such an act would not be taken."

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"I am concerned about the right way to present the bill," he added.

A probable course of action, he said, would include three major steps.

First it would be brought up in Senate and thoroughly discussed to iron out any vagueries or mis-statements.

Secondly—it would be, if passed, referred to Dean of Student Affairs, G. Robert Ross, who would distribute it to the administrators concerned.

At this point, the ASUN would set up a tentative timetable of the investigation, Abbott explained, to keep the bill from getting pigeon-holed.

"This is the time to sit down and have a good talk," he said describing the third step. "We'd hear the arguments and maybe some changes would be made, but there would be no call for mass demonstrations and pickets."

He admitted, however, that he was "not sure what would be done if it were still denied." One course of action could be the dissolving of Student Senate in protest if the senators so desired. He added that he was "confident it wouldn't get to that point."

Once a bill of rights was in operation, Abbott said, then ASUN would have an effective vehicle for areas such as curriculum reform. Two projects in the area of curriculum are a non-grading system for certain courses and the establishment of a college of independent scholarship.

A college of independent scholarship, he explained, would be a system under a dean by which a student could be free to study independently without "facing the regimentation of class" and after a certain period of time receive a degree.

Abbott continued that such a program would "not be for every student but those who are especially creative." Such a student would have to get the backing of five faculty members who would serve as advisers or tutors for him during his study.

Other items he would like to see accomplished include informing senators of proposed legislation in writing before the meetings, more involvement of East campus, the establishment of an FM radio station, and "making the University bookstore more of a service to the students."

Communication, Abbott stressed, was another vital area of concern.

"After good communication on this campus is established, then communication with the improved," he noted.

The unicameral, he suggested, should be "goaded into establishing an effective financial structure" so funds would be available for the University.

Both through informal talks and official lobbying, the state senators should be made more fully aware of the University's concerns and problems, he added.

He advocated the publishing of a "colorful, snappy" Faculty-Evaluation Book and suggested that the book "failed earlier this year because the students had no confidence in the book due to student concern over what the Administration thought."

"If students are given a chance or assurance," he added, "there is no apathy."

In reference to the relationship between ASUN and other student organizations, Abbott said, "This can be worked out

later. Problems in that area are dealt with as they arise, but there are more important things than this right now."

He added that work in such areas would be primarily up to others who would be interested in specializing in such areas.



SchAAF

SchAAF noted that his platform was divided into four main areas—education, communication, welfare and general.

"Education and educational excellence is very important," he said, "and is a greater concern for the future than it has been in the past." There is a great deal of concern over the possibility that the quality of instruction may be declining.

An ex officio member of committees who would "not necessarily attend every meeting but could speak as any other member could" would increase student involvement with matters of curriculum, he said.

Having the elements of faculty procurement explained, expanding the honors and career scholars programs to colleges other than arts and science and implementing a pass-fail system for second semester are also included in his plank regarding education.

Advisory Boards
SchAAF noted that a "unified effort of coordinating the college advisory boards" should be accomplished and the Faculty-Evaluation Book completed "if students receive it well."

A course evaluation book, he explained, could be added to the book with an evaluation of the course by the instructor describing how he envisions his course. If elected, SchAAF continued, that is how he would want to see the book.

SchAAF emphasized working with the Legislature to have more money appropriated to the University.

"We have to help the Administration get more money," he said. "How can the legislators get concerned if we aren't?"

He suggested that the ASUN through lobbying and ex officio members on the Budget show concern about the University.

"Why, for instance, weren't other possibilities for enrollment change discussed at the recent Administration-Budget Study committee meeting?" he asked.

Communication
SchAAF noted that there are three main branches to the communication problem—ASUN and the students; ASUN and administration; Board of Regents, Faculty Senate and the Legislature; and ASUN and campus organizations.

He stated that ASUN and the students "should become as close as possible." He ex-

plained that this could be accomplished by having "an open executive council" at which the ASUN executives would make themselves available at the same time every week at a designated place to meet with interested students to answer questions and discuss issue.

Communication with the decision-making agencies can be improved, he said, through the ex officio members.

"The student voice will be considered more if a student is there to know what is happening," SchAAF added.

By making better use of the student cabinet, communication and relations with campus organizations can be improved, he added.

Meetings between the ASUN Secretaries of Organizations, representatives of AWS, IFC, Panhellenic, and IDCC, and the ASUN Executive Council could prevent problems arising from a lack of communications, he added.

"Also, we are not interested in testing our power," SchAAF said. "We've proved we have it and now the question is one of cooperation."

He outlined a three step plan for dealing with organizations which includes looking into the question, evaluating findings and making recommendations to send back to the organization.

"If an organization does not follow the recommendation then is the time to bring the matter to a vote," he said.

In the welfare area, SchAAF emphasized following up legislative actions to see that "projects that are started are carried out." He cited studies into housing and the bookstores as such projects.

He also said that the student discount cards should be reintroduced.

When asked about a student bill of rights, he explained his stand as not being for the bill as such, but as supporting an alternate course of action.

According to this course of action, representatives would go to Administration to find out what the specific policies are. They would then evaluate the rules and regulations on the floor of the senate and compile the list of objectionable rules to present to the Administration in the form of resolutions advocating change.

"Telling them that you have the rights doesn't give the rights to you," SchAAF emphasized. "The rights must be granted."

He explained that he was not against a bill of rights but he believed it should be the third step in a process and not the first.

Background Needed

He said he would like to see appointments for this project made in the spring so that background could be gathered during the summer.

"We must ask the questions first," he stressed. "The issues need clarifying before we can demand rights we already have."

SchAAF also advocated incorporation of ASUN "to relieve the ASUN members of liability," appointment of a corresponding secretary, and enlargement of the constitution committee to facilitate more rapid handling of organizations constitutions.



Snyder

Snyder's platform advocated more interaction between the senators and the students to "obtain the maximum amount of representation of ideas."

He stressed ASUN's role of input and output—the students should provide the ideas which ASUN should carry out."

Acting as a liaison between the students and city council, Board of Regents and Faculty Senate also constitute planks in his platform.

"If the students feel responsible," he said, "then these other groups will seek our ad-

vice as an integral part of the University."

Snyder suggested having a "say-so where budget and curriculum matters are concerned."

Bill Of Rights

A bill of rights, he maintained, is needed to clarify the issues but should be earned and not demanded.

"If student government has programs proving our responsibility and deserving of respect," he continued, "there should be no problem in obtaining a bill of rights."

"By acting mature, student government would receive respect, and the Administration would listen to our requests and give intelligent answers."

He added that in that event student government would be comparable to and could speak on the same level with "those in control."

Responsible projects, he continued, would include a re-evaluation of the senators' committee.

By showing the legislators the needs of the University and showing concern, Snyder said, a mutual understanding could evolve. Along with meeting with the state senators, a program, similar to

the program of Masters Week, could be set up to acquaint them with the University.

Centennial Committee
The Centennial Committee is one area of improving University relations with the rest of the state, he said. Members of the ASUN centennial committee could also work on the governor's centennial committee.

He suggested having many freshmen on the committee who could gain experience who would be able to work on the University centennial in 1969.

Snyder suggested improvement of the Faculty-Evaluation Book by asking more positive questions. He also suggested using the book for the faculty rather than for publication and using a course evaluation book for the students themselves.

Extension of the honors program to as "many colleges as possible," and establishing undergraduate research courses are also planks in his platform.

In addition to these projects, Snyder advocates extending the pass-fail system to upper-level honors courses and working with the IDC to group

students in dormitories according to majors.

By grouping students according to majors, he said, senators would know where to contact their constituents and closer relationships with the dorms could be developed. This plan might also lend to facilitating aid in classes and test files.

He suggested the names of all the senators, their colleges, committees and phone numbers in all living units and making the associates "a more integral part of the ASUN."

The student cabinet, Snyder said, was not as effective as it could have been. The cabinet, he maintained, should be "a maximum representation of the University."

Snyder stressed not interfering with the organizations but having ASUN using its power to "help an organization asking for help."

The establishment of a service project coordinating committee, he said, should be done in order "to help various organizations without taking them over."

Another issue, he said is working with curriculum which can be accomplished through more effective advisory boards.



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